



# Occupational Performance Coaching

Applied to the Picky Eating Population

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# Objectives

1. Theoretical and philosophical basis of Occupational Performance Coaching (OPC)
2. Description of OPC
3. Research: Others and my own
4. Discuss application in other contexts

# Occupational Performance Coaching

- Developed by Fiona Graham, Sylvia Rodger and Jenny Ziviani in 2009.
- The goal was to work with **parents** to achieve occupational performance goals for the parents and their children



# Why I love OPC

- The caregiver needs are addressed
- More buy in and we share responsibility for the outcome
- Occupational based approach
- More effective than a bottom up approach
- Alternative service delivery model







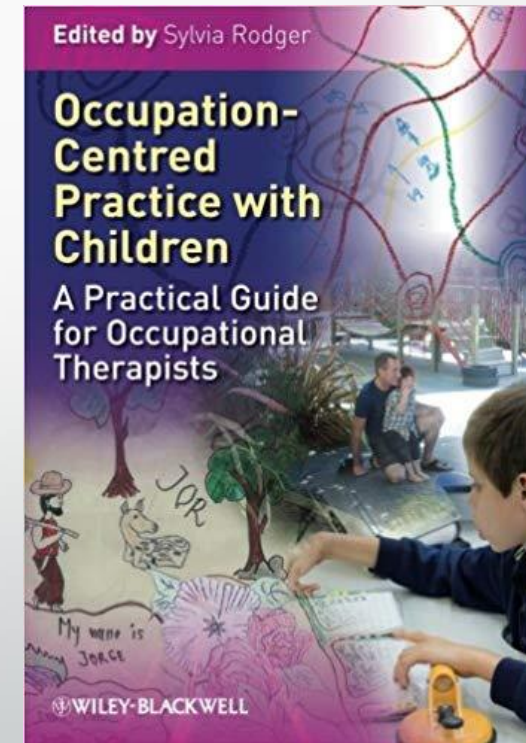
# What does a session look like?

- Coach parents to identify adjustments in the home or community that can create a better match between the person, occupation and environment.



# Theoretical perspective

- Enablement perspective of health
- Occupation centered practice
- Family centered practice





# Three Enabling Domains

- Emotional Support
- Information Exchange
- Structured process





Listen

Empathize

Reframe

Guide

Encourage



# Three Enabling Domains

- Emotional Support
- Information Exchange

# Reciprocal Information Exchange

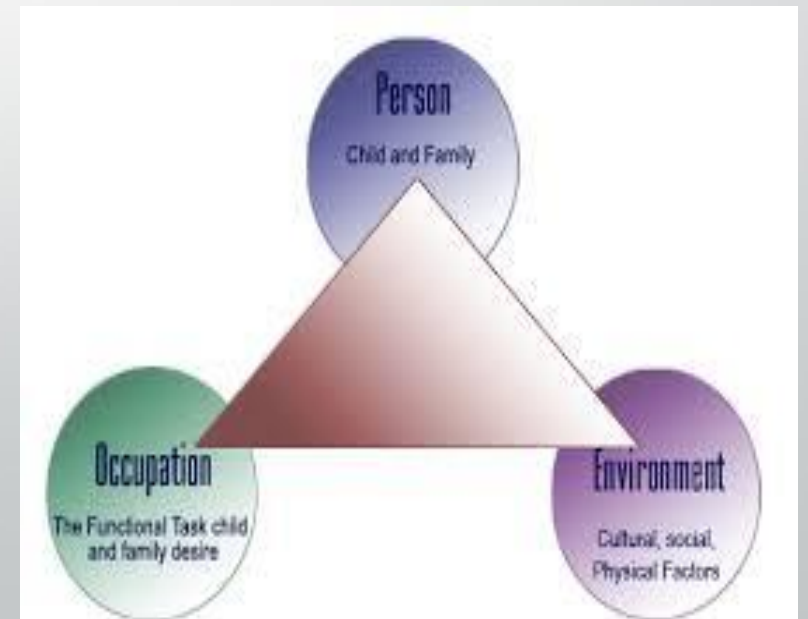


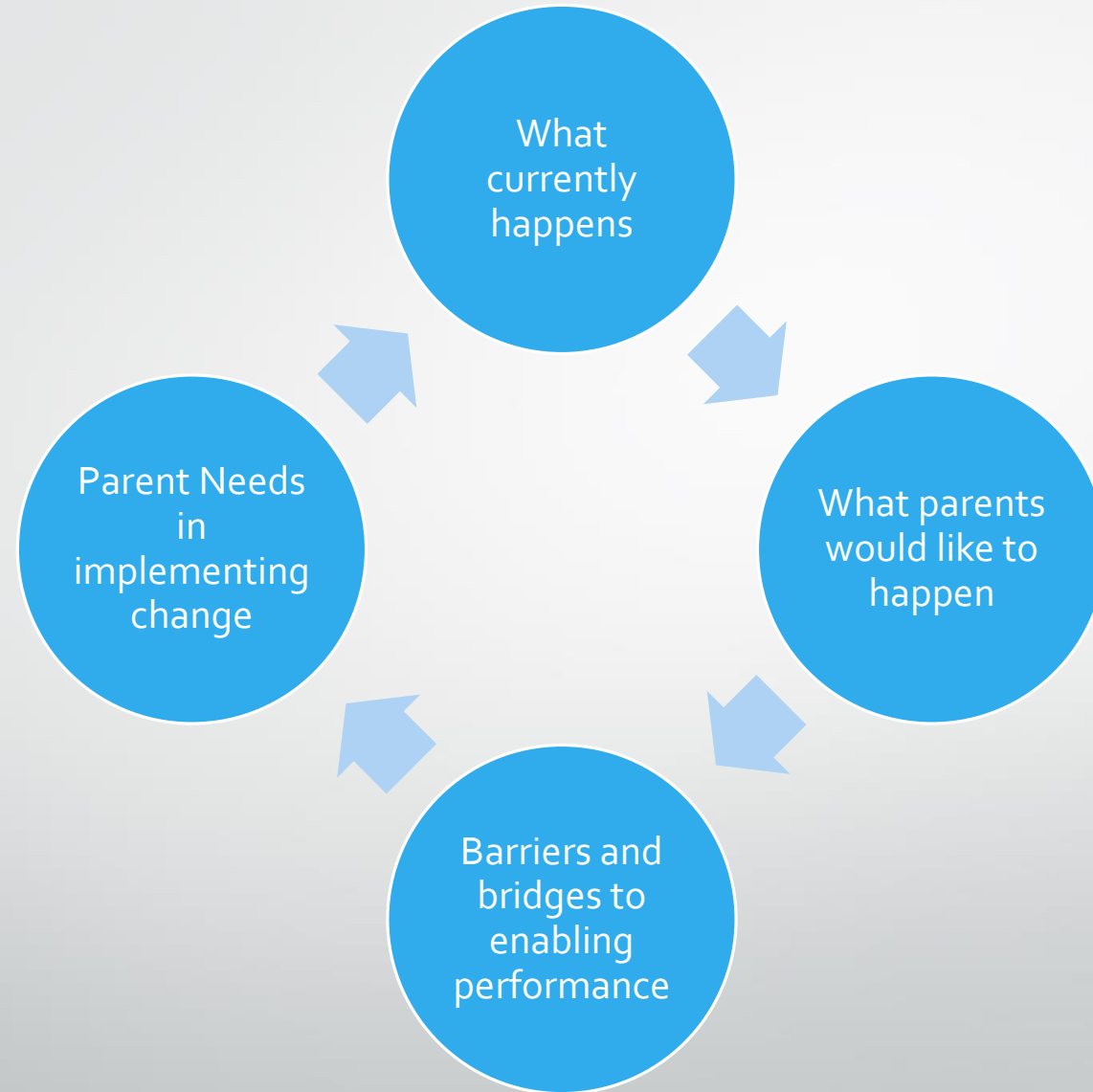
- Typical development
- Health conditions and impairments
- Teaching and learning strategies
- Specialized strategies
- Provision of information on community resources.

# Collaborative Performance Analysis

“ is a goal specific examination of occupational performance based on information exchanged between the caregiver and the OT”

- structured, step-wise process
- based on observation or caregiver report



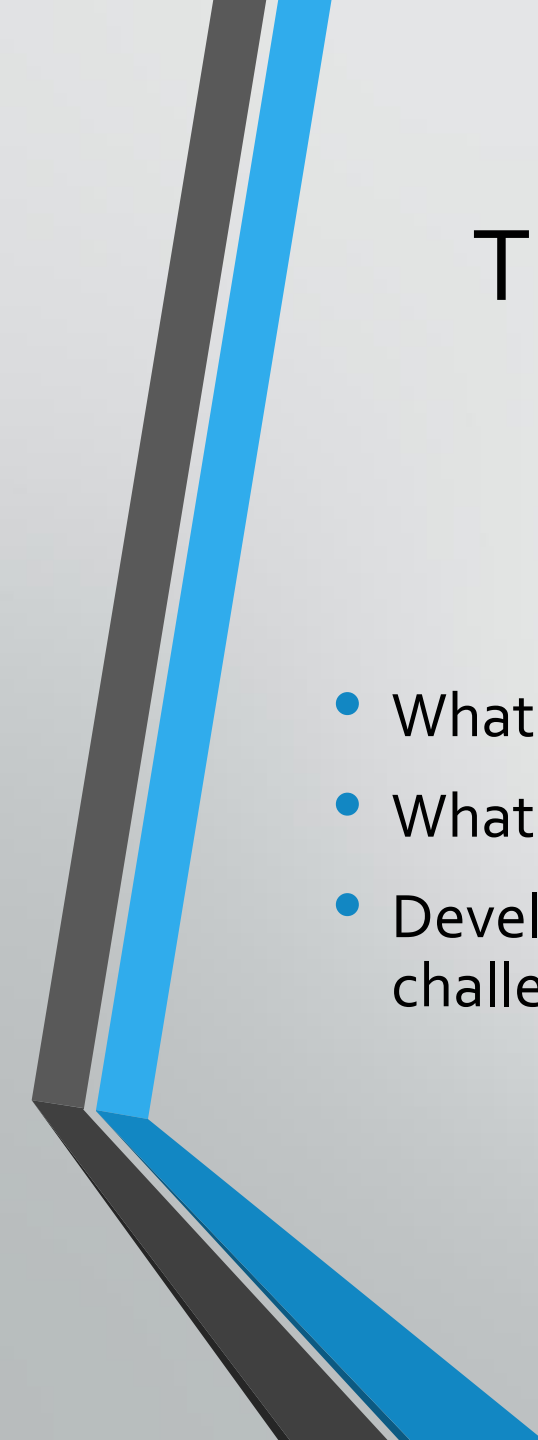




# Parental Motivation



Need to see obvious improvement within a few days or 2-3 weeks at most



# Therapist's Goal during the Collaborative Process

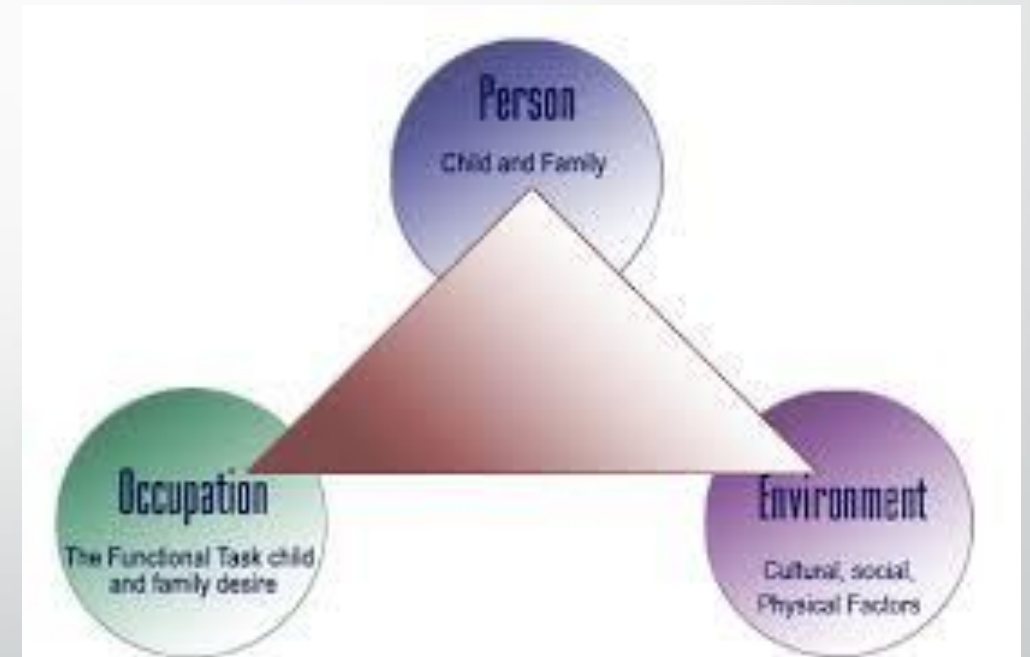
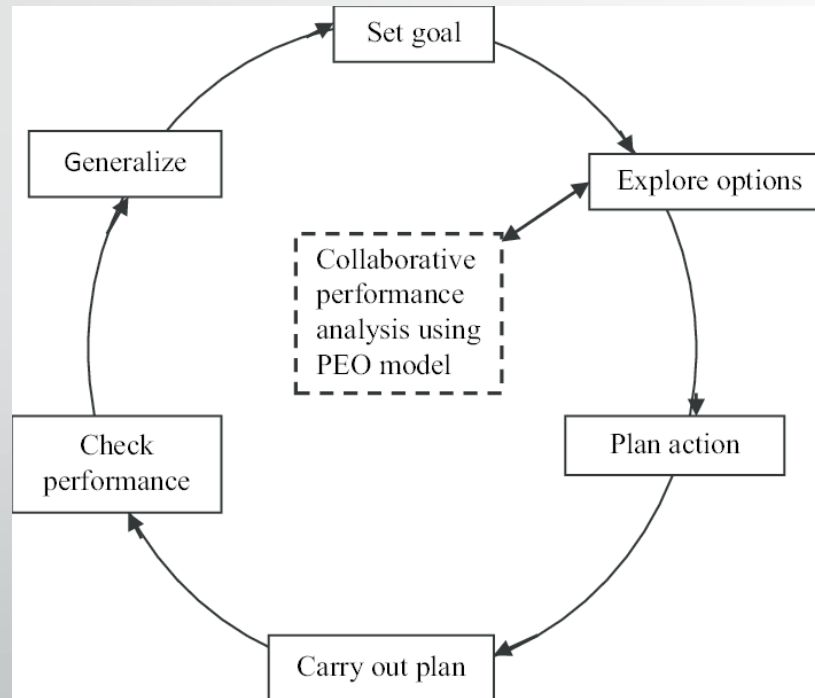
- What needs to be different in order for the child to be successful at this task
- What needs to be different for the parent to enable change
- Develop parents ability to find solutions to their children's performance challenges



# Three Enabling Domains

- Emotional Support: Listen, empathize, reframe, guide, and encourage
- Information Exchange: What currently happens, what the parent would like to happen, barriers to performance, parental needs
- Structured process

# Structured Problem-Solving Process



# Occupational Performance Coaching Approach

- Coach parents to identify adjustments in the home or community that can create a better match between the person, occupation and environment.
- Three Underlying **Theoretical Principles**: Enablement, Occupational Centered, Family Centered
- **Three Domains**: Emotional Support, Information Exchange, Structured Problemsolving



# Research about OPC



- Three studies conducted by Graham, Rodger and Ziviana in 2010, 2013, and 2014



# Enabling Occupational Performance of Children Through Coaching

- Graham, F., Rodger, S., & Ziviani, J. (2010). Enabling occupational performance of children through coaching parents: Three case reports. *Physical & Occupational Therapy in Pediatrics*, 30(1), 4-15.





# Findings

- **Research question:** Can OPC contribute to changes in occupational performance and what are the parent experiences with OPC?
- **Instruments:** Canadian Occupational Performance Measure (COPM) and the Goal Attainment Scale (GAS)
- **Size of study:** N=3
- **Design:** Descriptive case study Methodology with pre and post intervention measures, 10 weekly, 1 hours sessions
- **Results:** Changes in parent satisfaction higher than actual performance. Parents reported increased learning, changes at home, rewarding challenge

- Graham, F., Rodger, S., & Ziviani, J. (2013). Effectiveness of occupational performance coaching in improving children's and mothers' performance and mothers' self-competence. *American Journal of Occupational Therapy*, 67(1), 10-18





# Findings

- **Research Question:** Does use of OPC result in change in occupational performance and parental sense of competence?
- **Instruments:** COPM and GAS , Parenting Sense of Competence (PSOC)
- **Size of the study:** 29 children, 8 mothers
- **Design:** Pre-wait list, pre-intervention, post intervention, follow up. Intervention lasting 3 to 8 weeks
- **Results:** Post hoc analysis revealed clinically significant improvement in occupation. Internal consistency of the PSOC was low so with cautiously the study can be interpreted to have significant improvement in self competence



# Mothers experiences of engaging in Occupational Performance Coaching

- Graham, F., Rodger, S., & Ziviani, J. (2014). Mothers' experiences of engaging in occupational performance coaching. *British Journal of Occupational Therapy*, 77(4), 189-197.






# Findings

- **Research Question:** are the parents receptive to being coached, and what was their perception
- **Instruments:** Purpose designed survey
- **Size:** N=29
- **Design:** Mixed methods study, survey and interview, data was analyzed descriptively
- **Results:** gain in insight of self, learned specific strategies, greater understanding of their children, calmer & happier emotional tone in the family

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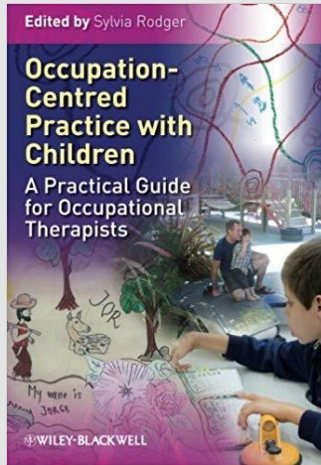


# Occupational Performance Coaching for Caregivers of Picky Eaters

- **Johnson, L,** Jewell, V, Smith, S. Occupational Performance Coaching for Caregivers of Picky Eaters.







# Introduction



- Importance of this research
  - Based on Occupational therapy principles- Occupational Performance Coaching, Occupational Therapy Practice Framework, AOTA Feeding Practice Guidelines
  - Innovative service delivery model
  - Meeting a community/societal need ie. Healthy America
  - Triple Aim-Improving patient experience (quality and satisfaction), Health populations, fiscally responsible (reducing cost per capita of healthcare)

# Background Information



- The definition of picky eating includes rejecting certain types of foods or food groups necessary for a balanced diet
- 30% of typically developing children and 80% of children with developmental disabilities experience feeding problems (Mascola, Bryson & Agra, 2010; Volkert, & Piazza, 2012).
- Feeding problems impact a child's participation and satisfaction of eating and simultaneously create stress and anxiety for the caregiver (Absolom & Roberts, 2011; Franklin & Rogers, 2003).

# The Problem



- Pediatric eating is a dynamic process
- Caregiver impacts what is eaten, timing, social/physical environment
- Traditional OT focuses solely on the child's sensory motor and behavioral impairments
- Who is addressing the family interaction and stress that is caused by the impairments?
- A family-centered approach recognizes and address disruptions in the child's feeding routine and the impact for the entire family unit

# Research Questions



- Does use of the Occupation Performance Coaching model with caregivers of young picky eaters
  - Increase the caregiver's confidence in their role and skills at family mealtimes?
  - Increase the reports of positive mealtime experience for the family?
  - Reduce maladaptive mealtime behaviors expressed by the child?
  - Reduce the severity of the feeding problem for the child?

# Research Methods

- **Type of Study:** Descriptive case study with pre and post-intervention measure
- **Subjects:** 2 children, age 4, with no diagnosis
- **Instruments:** COPM, GAS, Montreal Children's Hospital Feeding Scale (MCHFS), Mealtime Behavior Questionnaire (MBQ)
- **Data Analysis:** Raw Data from COPM and Gas and T-Scores MCHFS and MBQ

# COPM Findings

		Role Performance based on 1-10 scale					Satisfaction with Role Performance based on 1-10 scale				
	Goal of caregiver	Pre test	Week 2	Week 4	Week 6	C*	Pre test	Week 2	Week 4	Week 6	C*
Child 1	To have child eat the nutritious home cooked food that the mother prepares	5	6	8	9	4	5	7	8	9	4
Child 2	To have the child eat nutritious food for better growth and development	3	4	2	3	0	3	5	9	10	7

*COPM Score for Caregiver Role Performance*

Note: COPM is a 10 point scale with 1 being not satisfied and 10 being fully satisfied

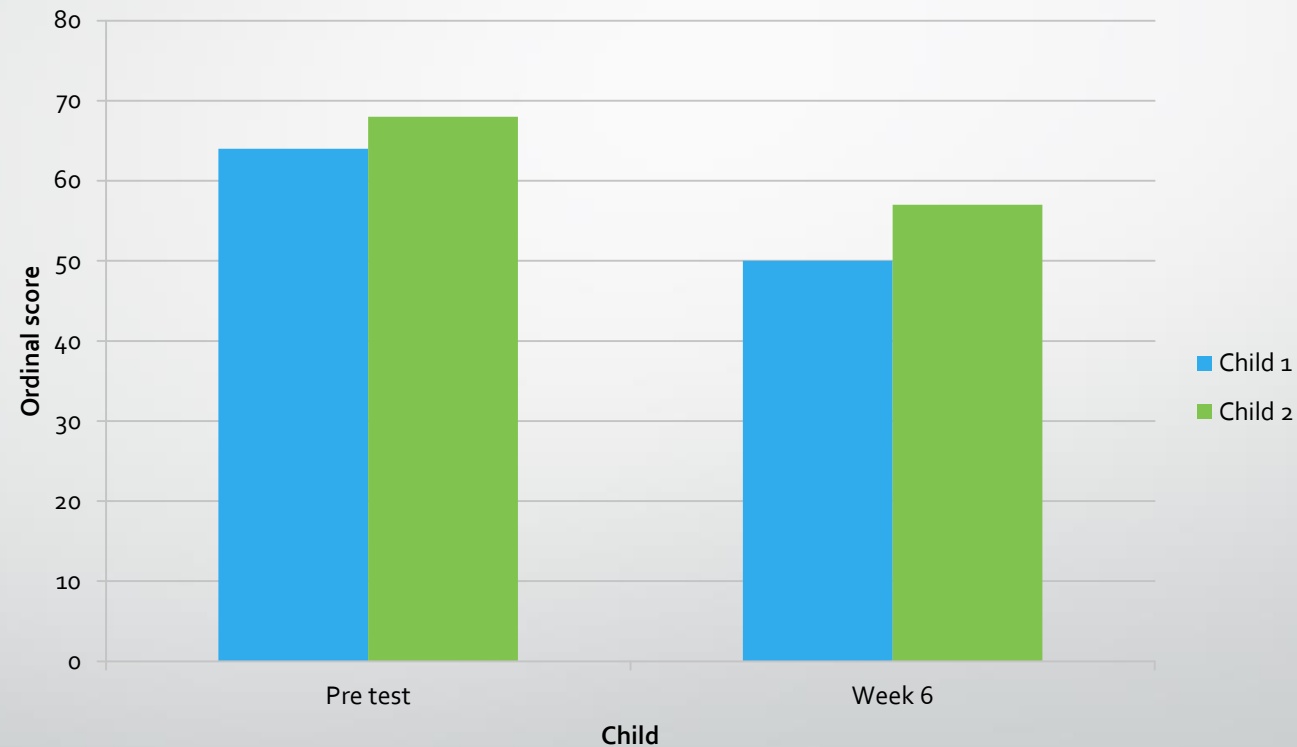
\*C—change between pre test to week six

# GAS Findings

	Goal for Child	Pre-Intervention	Week 2	Week 4	Week 6	Change
Child 1	Child will put new food in mouth x3 and swallow x1	-1	-1	2	1	2
	Child will complete a meal in 20-30 minutes	-1	-1	0	1	2
Child 2	Child will sit on his bottom at the table for 10 minutes during the family meal***	-1	-2	-1	1	2
	Child will not remove or gag in response to non-preferred food on the plate	-1	0	0	1	2
	Child will stab or scoop non-preferred food and bring to his lips **	-1	0	1	2	3

\*\*\*Note: These goals were upgraded after the first visit when the child exceeded what the family initially anticipated.

# Montreal Children's Hospital Feeding Scale Findings

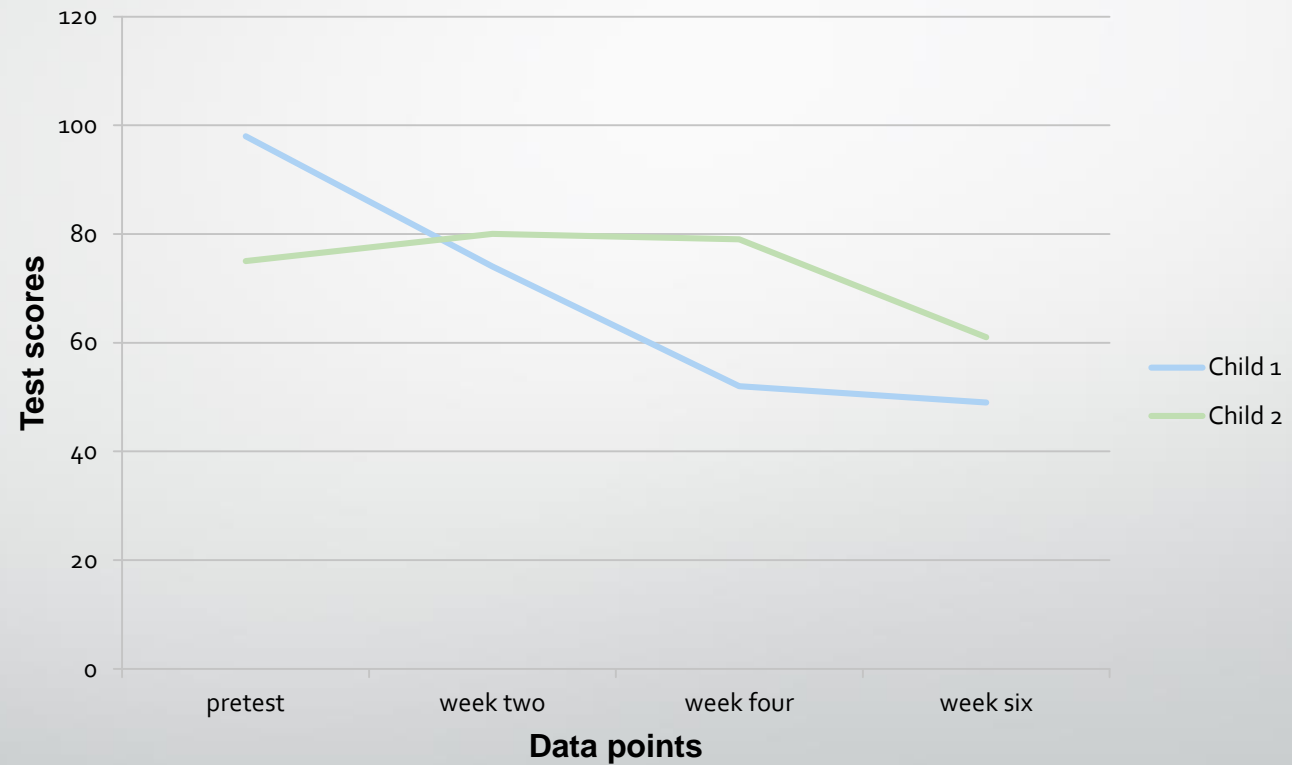


*Figure 1* Montreal Children's Hospital Feeding Scale for Child 1 and 2 comparison of pre-test and week 6 feeding difficulty outcome.

Note. T-score ranges 61-65 mild feeding difficulty, 66-70 moderate feeding difficulty, above 70 severe feeding difficulties.



# Mealtime Behavior Questionnaire Findings



Mealtime Behavior Scale total scores for Child 1 and Child 2 from pre-test to week 6.

# Discussion



- Increase in caregiver role performance (1/2) and satisfaction (2/2)
- Child's performance exceeded parents expectations
- Reduction in feeding impairment severity to mild and non-existent
- Reduction in maladaptive behaviors with tools to tackle residual behaviors

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# Transformation is possible with a little coaching



*You are braver than you  
believe, and stronger than you  
seem, and smarter than you  
think*  
**Christopher Robin**



# References

- American Occupational Therapy Association (2007). Specialized knowledge and skills in feeding, eating and swallowing in occupational therapy. *American Journal of Occupational Therapy*, 61, 686-700.
- Graham, F. & Rodger, S. (2010). *Occupational performance coaching: Enabling parents' and children's occupational performance*. In S. Rodger (Ed.), *Occupation-Centered Practice with children: A practical guide for occupational therapists* (pp. 203-226). West Sussex, United Kingdom: Wiley-Blackwell.
- Graham, F., Rodger, S., & Ziviani, J. (2009). Coaching parents to enable children's participation: An approach for working with parents and their children. *Australian Occupational Therapy Journal*, 56(1), 16-23. <http://dx.doi.org/10.1111/j.1440-1630.2008.00736.x>
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- The IHI Triple Aim (2016). Institute for Healthcare Improvement. Retrieved from <http://www.ihl.org/engage/initiatives/tripleaim/pages/default.aspx>